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ABSTRACT

This resource package has been designed to assist elementary and secondary school teachers in incorporating folk dancing into physical education programs as well as into other classroom subjects. The first section supplies a "Folk Dance Scope and Sequence Chart" which lists the dances and grade levels appropriate to each. The second section is arranged by grade level, and provides a more detailed description of each dance, including the ethnic or regional origin, the locomotor skills involved, and the formation of the dance. In the third section, suggestions are made for the teacher in preparing for and presenting the lessons. The fourth and fifth sections list basic dance steps and define dancing terms. Sample lesson plans for six dances are included, as well as a bibliography, and a list of record suppliers in Canada and the United States. (JD)

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FOLK DANCE

**A Supplement to the K-12
Physical Education Curriculum Guide**

Manitoba Department of Education

1981

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PREFACE

This resource package has been designed to assist teachers in incorporating folk dancing into physical education programs as well as into other classroom subjects.

The first section, "Folk Dance Scope and Sequence Chart", lists the dances and the grade level or levels appropriate to each.

The second section provides a more detailed description of each dance, including the ethnic or regional origin, the locomotor skills involved, and the formation of the dance.

The dances included in this document are intended merely as representative of the wide variety of folk dances from which the physical educator or classroom teacher may select to enhance and enrich the offerings available to students.

INTRODUCTION

Folk dancing is the oldest form of dance, expressing everyday experiences, rituals and ceremonies. The traditions and cultures of many countries are reflected through their dances.

Because folk dancing is concerned primarily with locomotor movements, it provides an excellent way to practice and reinforce the locomotor skills which are emphasized in the early years of schooling. In the upper grades, folk dancing is an excellent medium for developing social skills and gaining the confidence needed for social settings outside the school.

Teachers will find that folk dancing is an enjoyable and an easy activity to integrate within classroom programs, especially social studies. Acquiring familiarity with the dances does not require a great deal of time or research, and provides a ready vehicle for cultural exploration while encouraging fun and good exercise for everyone.

I. FOLK DANCE SCOPE AND SEQUENCE CHART

The following chart has been prepared to assist teachers in determining the appropriate grade levels for the introduction and teaching of the dances suggested in this package.

DANCES	K	1	2	3	4	5	6	7	8	9	SH
A Hunting We Will Go	*	*									
Ach Ja			*	*							
Alunelul								*	*	*	*
Amos Moses						*	*	*	*	*	*
Baa Baa Black Sheep	*	*									
Bleking					*	*	*				
Bluebird	*	*									
Bossa Nova							*	*	*	*	*
Bridge of Avignon		*	*	*							
Carousel				*	*	*					
Cherkessia						*	*	*			
Chimes of Dunkirk	*	*									
Come Lasses and Lads			*	*							
Crested Hen				*	*						
Cshebogar				*	*	*					
Dance of Greeting	*	*	*								
Das Fenster											*
Did You Ever See A Lassie	*	*									
Ding Dong Daddy					*	*	*	*	*	*	
Doudlebska Polka								*	*	*	*
Follow the Leader			*	*							
Gay Gordons											*
Goofus								*	*	*	*
Good Old Days							*	*	*	*	*
Go Round and Round the Village			*	*							

DANCES	K	1	2	3	4	5	6	7	8	9	SH
Green Sleeves				*	*						
Gustaf's Skoal			*	*							
Hickory Dickory Dock	*	*									
Hop Morr Annika			*	*							
Hot Pretzels								*	*	*	*
How Do You Do My Partner		*	*	*							
Hully Gully							*	*	*	*	*
I See You		*	*	*							
Jiffy Mixer						*	*	*	*	*	*
Jump Jim Crow (Jo)			*	*							
Kinder Polka			*	*							
Klumpakojis				*	*						
Korobushka								*	*	*	*
Kuma Echa								*	*	*	*
La Bastringue						*	*	*	*	*	*
La Raspa						*	*	*	*	*	
Let Your Feet Go Tap Tap	*	*									
Limbo Rock								*	*	*	*
Man in the Hay						*	*	*	*	*	*
Maple Leaf Stomp					*	*	*	*	*	*	*
Mayim							*	*	*	*	*
Mexican Jumping Bean					*	*	*				
Miserlou								*	*	*	*
Nixi Polka (Nigarepolska)				*	*						
Oh Yeah!											*
Oslo Waltz											*
Pata Pata							*	*	*	*	*
Pattycake Polka					*	*	*	*	*	*	*
Pease Porridge Hot	*	*									

DANCES	K	1	2	3	4	5	6	7	8	9	SH
Polly Wolly Doodle			*	*							
Rig A Jig Jig		*	*	*							
St. Bernard's Waltz											*
Seven Jumps			*	*							
Shoemaker's Dance		*	*	*							
Slakkendans (The Snail)				*	*						
Srpkinja											*
Sulam Yaakov											*
Tanko Bushi				*	*	*	*				
Teddy Bear's Mixer		*	*	*							
Ten Little Indians	*	*									
Tennessee Wlg Walk						*	*	*	*	*	
Teton Mountain Stomp							*	*	*	*	*
Thread Follows the Needle		*	*	*							
Trolka					*	*	*	*	*	*	
Twelfth Street Rag								*	*	*	*
Virginia Reel					*	*	*	*	*	*	*
Wheat, The		*	*	*							
White Silver Sands Mixer											*
Woodpecker, The (De Specht)		*	*	*							
Yan Petit				*	*	*	*	*	*	*	*

II. SKILLS AND DANCES BY GRADE LEVEL

A. Kindergarten

Locomotor Emphasis (as per curriculum guide, page 6):

Skills: crawl, walk, run, leap, jump, hop.

Combinations: gallop, slide, start and stop, change directions, land, rotate body.

Dance	Origin	Skills	Description
1. Baa Baa Black Sheep	England	stamp walk	single circle all face centre
2. Bluebird	America	walk	single circle
3. Chimes of Dunkirk	France	stamp, clap run, skip	double circle partners facing
4. Dance of Greeting	Denmark	clap, bow stamp, run	single circle
5. Did You Ever See A Lassie	Scotland	walk	single circle one child in centre
6. Gay Musician	France	walk pantomime	single circle
7. Hickory Dickory Dock	America	run	single circle
8. Let Your Feet Go Tap, Tap, Tap	Germany	slide or skip, clap	double circle partners facing
9. Pease Porridge Hot	England	clap turn	double circle partners facing
10. Ten Little Indians	America	step-hop	single circle

B. Grade 1

Locomotor Emphasis (as per curriculum guide, page 8):

Skills: walk, run, leap, jump, hop.

Combinations: gallop, slide, skip, start and stop, change directions, fall and land, collapse.

Dance	Origin	Skills	Description
1. A Hunting We Will Go	English	slide, skip clap	longways set 6-8 partners
2. Bridge of Avignon	France	skip, bow pantomime	double circle
3. How Do You Do, My Partner	Sweden	bow, skip handshake	double circle partners facing
4. I See You	Sweden	skip pantomime	double circle longways set
5. Rig A Jig Jig	England America	walk skip	scatter formation
6. Shoemaker's Dance	Denmark	run schottische	double circle
7. Teddy Bear's Mixer	America	walk	double circle
8. The Thread Follows the Needle	England	walk	single line
9. The Wheat	Czechoslovakia	walk, skip elbow swing	sets of 3 around a circle-spoke formation
10. Woodpecker (De Specht)	France	walk, slide stamp	single circle or double circle with partners

C. Grade 2

Locomotor Emphasis (as per curriculum guide, pages 10, 11):

Skills: leap from one foot to the other, jump on both feet, hop on one foot.

Combinations: gallop, slide.

Dance	Origin	Skills	Description
1. Ach Ja	Germany	walk, slide bow	double circle
2. Come Lasses and Lads	Scotland	walk, skip slip	double circle
3. Follow the Leader	England	skip, slide	longways set
4. Go Round and Round the Village	England	skip	single circle one or more outside circle
5. Gustaf's Skoal	Sweden	walk, skip	square
6. Hop Morr Annika	Sweden	walk, skip	double circle
7. Jump Jim Crow (Jo)	America	jump, run slide, stamp	double circle partners facing
8. Kinderpolka	Germany	slip-close clap, stamp	single circle partners facing
9. Polly Wolly Doodle	America	slip, bow skip, walk clap	single circle facing in
10. Seven Steps	Austria	run	double circle partners side by side

D. Grade 3

Locomotor Emphasis (as per curriculum guide, page 13):

Skill: jump one to two feet.

Combinations: rotate the body, jump and turn.

Dance	Origin	Skills	Description
1. Bleking	Sweden	bleking step step-hop	double circle partners facing
2. Carousel	Sweden	slide stamp	double circle both partners face centre
3. Crested Hen	Denmark	step-hop	sets of 3 in a circle
4. Cshebogar	Hungary	walk, slip step	couples, single circle facing centre
5. Greensleeves	England	walk	double circle, two couples facing
6. Klumpa Kojis	Lithuania	walk, skip	double circle
7. Nixie Polka (Nigarepolska)	Denmark	bleking clap shuffle	single circle several dancers in centre
8. The Snail (Slakkendans)	France	walking sliding	partners, double circle, moving opposite directions
9. Tanko Bushi	Japan	pantomime	single circle or scatter formation
10. Yan Petit	France	slide	single circle facing centre

E. Grade 4

Dance	Origin	Skills	Description
1. Ding Dong Daddy	America	hand manipula- tion	scatter formation hand jive
2. Maple Leaf Stomp	Canada	walking turning	double circle partners facing
3. Mexican Jumping Bean	America	walking jumping	scatter formation
4. Pattycake Polka	America	slides clapping	double circle partners facing elbow swing
5. Troika	Russia	running walking	sets of 3 people spoke formation
6. Virginia Reel	America	walking sliding	longways set couples facing

F. Grade 5

Dance	Origin	Skills	Description
1. Amos Moses	America	walk, jump	scatter formation
2. Cherkessia	Israel	grapevine	single circle
3. Jiffy Mixer	America	slide steps chug step	double circle partners facing
4. La Bastringue	Canada	walking buzz turn	partners single circle
5. La Raspa	Mexico	bleking step	double circle partners facing
6. Man In the Hay	Germany	sliding stomping	sets of 4 couples (square)
7. Tennessee Wig Walk	America	walking hopping	double circle men face cw ladies face cw

G. Grade 6

Dance	Origin	Skills	Description
1. Bossa Nova	America	step-together brush Charleston	scatter formation
2. Good Old Days	America	walking Charleston	double circle partners face ccw
3. Hully Gully	West India	step together brush, chug	scatter
4. Mayim	Israel	grapevine	single circle
5. Pata Pata	South Africa	cross-step knee lift	scatter
6. Teton Mountain Stomp	America	walking stomping	double circle boys face ccw girls face cw

H. Grades 7-9

Dance	Origin	Skills	Description
1. Alunelul	Romania	side steps stamps	broken circle
2. Doudlebska Polka	Czechos- lovakia	walking polka	double circle partners side by side
3. Goofus	America	walking two step	scatter formation
4. Hot Pretzels	America	walking brush	lines, arms on shoulders
5. Korobushka	Russia	schottische	double circle partners facing
6. Kuma Echa	Israel	schottische grapevine running	single circle

H. Grades 7-9 (cont'd)

Dance	Origin	Skills	Description
7. Limbo Rock	America	side step	double circle partners side by side
8. Miseriou	Greece	walking	broken circle
9. Salty Dog Rag	America	two-step brush	double circle partners side by side
10. Twelfth Street Rag	America	side step walking	partners scatter

I. Grades 10-12

Dance	Origin	Skills	Description
1. Das Fenster	Germany	dip & walk side-step	single circle partners facing
2. Gay Gordons	Scotland	walking polka	double circle partners side by side
3. Oh Yeah!	America	two-step	double circle partners side by side
4. Oslo Waltz	Scotland	waltz step waltz bal- ance	single circle partners side by side facing centre
5. St. Bernard's Waltz	England	slide step waltz	double circle partners side by side
6. Srpkinja	Serbia	step-touch walking	kolo (circle) partners side by side
7. Sulam Yaakov	Israel	walking grapevine	single circle facing centre
8. White Silver Sands Mixer	America	balance walking	double circle partners side by side

III. SUGGESTIONS FOR THE TEACHER

A. Teacher Preparation

1. Gather all the records and necessary materials that are needed to teach a dance or unit on dance.
2. Know your material - review carefully the music, the steps of the dance, the sequence of figures in the dance.

a) The Music

- . Is there an introduction? Observe where the dancing begins.
- . Know the phrases of the music as they fit the figures of the dance.
- . Note the rhythmic changes in the music and where the transitions occur.

b) The Steps

- . Practice the steps so that you can demonstrate them accurately with or without the music.
- . Use the correct name for each step.

c) Sequence of Figures

- . Be ready to cue the start and finish of figures.

B. Presentation of the Dance

1. Give the name of the dance, its origin, and background information about the country and the people.
2. Try to relate the dance to other learning and personal experiences of the students when possible. For example, if students are studying about the Voyageurs of Canada, introduce French Canadian Folk Dances.
3. Listen to the music and discuss the rhythm and tempo and interesting qualities about the music.
4. Teach the basic steps of the dance -

- a) Difficult steps and figures should be taught separately as part of another lesson. Mastery of certain steps may be difficult immediately prior to learning a dance. These steps can quickly be reviewed again just before the dance is taught.
 - b) Select a formation that is suitable for teaching the steps. Students can be in scatter formation, a line or lines, single circle or a double circle.
 - c) Use the walk-through, talk-through approach without music in presenting the steps. Describe the step while demonstrating it and then while the children are doing it.
 - d) Let the students move slowly and gradually increase the practice speed, still without music.
 - e) Practice the steps with music. Start with tempo slowed down and gradually increase the speed to that required by the dance.
- 5. Teach one part or figure of the dance at a time. Have the students practice it first without the music and then with the music. Teach the second part or figure the same way. The two parts are then combined and practiced with the music. Continue with successive figures.
 - 6. Put the whole dance together beginning at a slow tempo and gradually increasing to the normal tempo of the dance.
 - 7. Repeat the dance several times so the students learn it well enough to enjoy it.

C. Helpful Hints for Teaching Dance

- 1. Progression is important in teaching dance; always move from the simple to the more complex. For example, with the music, move from a slow to a normal tempo. With steps and figures move from the familiar to the unfamiliar.
- 2. Do not become overly concerned with the strict mechanics of a dance. Set reasonable standards for the age of your children. If your standards are too high the children will become frustrated and will not enjoy themselves.
- 3. Offer praise and encouragement wherever possible. When a child is having difficulty with a step or a dance, do not draw attention by pointing out his/her mistakes.

4. Organize your group into a practical learning formation as quickly as possible. The teacher should always be in a position to be seen by every child.
5. Individual help can be given as needed but avoid holding the class up for long periods of time. It is a good idea to space the better performers throughout the class.
6. Always remember - Your demonstration is worth a thousand words.
7. Allow for rest periods. This is especially important for younger children. Use the short rest periods to discuss the dance, its origin, the music, etc.
8. Allow for sufficient practice of the steps and the dance so the children can do it well enough to enjoy it.
9. Incorporate information on style into your lesson and always insist upon common courtesies associated with dance.
10. Try to keep the lesson as informal as possible and stress a good social environment. Folk dance instruction offers excellent opportunity for the development of healthy social relationships.

IV. BASIC FOLK DANCE STEPS

Bleking: The bleking step is done in even rhythm. Hop left, knee bent, at the same time placing the right heel forward, toes up, knee straight (1); jump to change position, left heel forward, toes up, knee straight, and right knee bent (2).

Buzz: The buzz is a step used when turning with a partner. To turn clockwise, step right (1), step on ball of left foot slightly behind right (and), step right (2), step on ball of left (and).

Gallop: Step-leap combination done in an uneven rhythmic pattern.

Grapevine Step: Step on right foot across in front of left, step to left on left foot, step on right foot behind left foot, step to left on left foot.

Jump: Spring into the air off both feet and land on both feet.

Leap: Spring into the air off one foot and land on the other foot.

Polka: The polka step is done in uneven rhythm and is always quite fast. Weight on left, feet together. Hop left, raising right knee slightly (and), step right forward (1), close left to right taking weight on the left, step right forward (2). Repeat beginning with a hop on the right.

Run: A running step is an even transfer of weight from one foot to the other at a faster tempo than a walk. Both feet are momentarily off the floor at the height of the running step.

Schottische: The schottische step is done in even, moderate rhythm. Step forward right (1), step forward left (2), step forward right (3), hop right (4).

Skip: The skip step is taken in uneven, fast rhythm, step right (1), hop right (and), step left (2), hop left (and). (Really a step-hop in uneven rhythm.)

Coaching Points: Swing arms freely, avoid dragging toes.

Slide (or slip): The slip step is taken in uneven, fast rhythm. Slide right to the side (1), slide left to close to right (and), slide right to the side (2), slide left to close to right.

Step-Close: The step-close is done in even, slow rhythm. Step right to the right side while at the same time pointing the left toe to the left side, heel raised, knee straight (1). In this position, slowly draw the left foot to the right (and), step left close to the right foot taking weight on it (2).

Step-Draw: Exactly the same action as the Step-Close but the weight is not transferred from the right to the left foot.

Step-Hop: The step-hop is done in even, moderate rhythm. Step forward right (1), hop right (2). Step forward left (1), hop left (2).

Two-Step: The rhythm pattern for the two-step is quick, quick, slow. Step forward with the left foot (count one), then bring the right foot up to the left foot (count and). Step forward with the left foot (count two and).

Coaching Points: Step-close-step, step-together-step-hold.

Walk: A walking step is an even transfer of weight from one foot to the other, with one foot always in contact with the floor.

Waltz Run: The waltz run is done in even rhythm although it may be performed either quickly or slowly. It consists of a continuous run forward or backward, accenting the first beat of each measure with a slight stamp. There are three runs to each measure.

V. GLOSSARY AND ABBREVIATIONS

Balance: (Bal.) Partners join right hands and step towards each other, rising up on toes, and then step back from each other.

Bow: Bend forward from the hips, keeping knees straight. One arm may be placed in front of the waist and one behind.

Backward or back: (Bwd.)

Casting off: Partners separate, the boy turns left and the girl turns right, both leading their line to the foot of the set.

Clockwise: (cw.)

Count or Counts: (ct.)

Counterclockwise: (ccw.)

Couple or couples: (cpl.)

Curtsy: Step to the side, place other toe behind foot and bend the knees. The upper body is bent slightly forward.

Do-Si-Do: Partners walk forward, pass right shoulders, move back to back and then walk backward to place.

Elbow Swing: Partners join elbows and walk, run or skip around each other in place.

Foot: (ft.)

Foot Couple: The couple that stands opposite the head couple. Number three couple in a set.

Forward: (fwd.)

Head Couple: The couple with their back to the music. Couple number one in a set.

Head Couples: Couples number one and three in a set.

Left: (l.)

Left Foot: (l.f.)

Left Hand Star: Opposite of right hand star.

Line of Dance: (LOD) Direction of dance.

Longways Set: Six or eight couples standing in two lines, boys in one line and girls in the other.

Man, Men, Man's: (M)

Opposite: (Opp.) The person who is in front of you looking across the set.

Partner: (pt.) Person with whom you are dancing.

Promenade: Couple's right and left hands are joined (skater's position) and they move around the set or circle.

Reel: The head couple does a right elbow swing once and a half around, and a left elbow swing with each dancer in the opposite line, alternating with right elbow swing with partner.

Right: (r.)

Right Foot: (r.f.)

Right Hand Star: Four people move towards the centre of the set and join right hands and move clockwise.

Reverse Line of Dance: (RLOD)

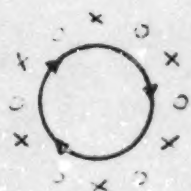
Side Couples: Couples two and four of a square or set.

Square: A set of four couples facing in.

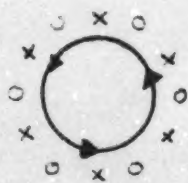
Weight: (Wt.)

Woman, (en)'s: (W)

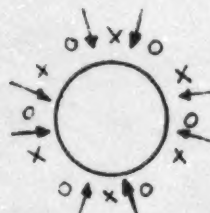
VI. DANCE FORMATIONS



Single Circle
Facing cw



Single Circle
Facing ccw



Single Circle
Facing Center



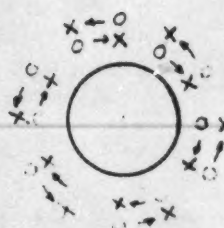
Single Circle
Partners Facing



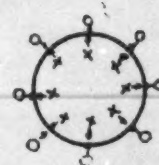
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Facing cw



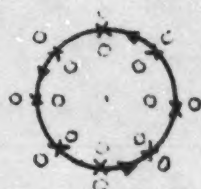
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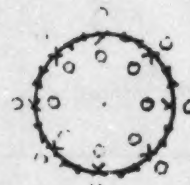
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Couples Facing



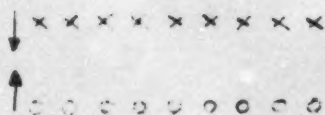
Double Circle
Partners Facing



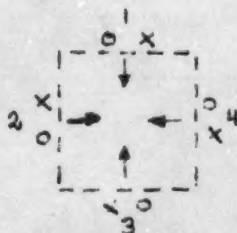
Triple Circle
Facing ccw



Sets of Three
Trios Facing



Longways Set
Partners Facing



Square or Quadrille

Couple 1 - Head Couple
Couple 3 - Foot Couple
Couple 1 & 3 - Head Couples
Couple 2 & 4 - Side Couples

X - Boy
O - Girl

VII. SAMPLE LESSON PLANS

A. Greensleeves

Level: Kindergarten - Grade 3

Theme: Dances using simple locomotor skills (walking, running, etc.)

Concepts: Walking Skills

Learning Objectives: The child will demonstrate the ability to:

1. walk in time with music;
2. walk with a partner.

Teaching Objective: To teach the children to dance Greensleeves.

Equipment: Record player, records, rhythm instruments.

Lesson Content	Teaching Notes
1. <u>Introductory Activity</u> (approximately 2 min.)	
Free movement to music.	Use dance music "Greensleeves." Let children move as they choose, reminding them to move to open spaces.
2. <u>Whole Body Movement</u> (4-6 min.)	
Walking: - walk and change directions - walking at different speeds - walking in different ways (e.g., heels or toes, feet turned in or out) - walk patterns on the floor (e.g., write your name)	Scatter formation, using all open spaces

3. <u>Skill Instruction and Practice</u> a) Walking with a partner anywhere in gym. b) Walking in groups of 2 couples, one following the other. c) Demonstrate and practice right hand star and left hand star. d) Form a double circle, with partners side by side, inside hands joined. e) Teach the figures of the dance <u>Greensleeves</u>.	Partners are side by side with inside hands joined - use "Greensleeves" record. Scatter formation - X X - Couple #1 O O - Couple #2 Groups of 4 scatter formation. Groups of 2 couples each #1 and #2 as above.
4. <u>Closing Activity</u> Repeat the dance through with the music	

B. Jump Jim Crow

Level: Kindergarten - Grade 3

Theme: Dances using simple locomotor skills (slide, walk, jump, run, etc.)

Concepts: Jumping, sliding, stamping, walking

Learning Objectives: The child will demonstrate the ability to:

1. jump to a rhythmic pattern;
2. work with a partner.

Teaching Objective: To teach the children the dance Jump Jim Crow.

Equipment: Record player, records, rhythm instruments.

Lesson Content	Teaching Notes
1. <u>Introduction</u> (approximately 2 min.) Game: Jump the Shot	Teacher squats down in centre of circle and swings a rope with a bean bag on the end.
2. <u>Whole Body Movement</u> (approximately 4-6 min.) Jumping Activities - jump across lines, hoops, ropes - combining jumping with other simple skills	Very tiring - keep it brief! Stamps and jumps, claps and jumps, walking and jumping
3. <u>Skill Instruction and Practice</u> (approximately 20 min.) a) Develop rhythmic patterns with jumps, e.g., jump, hold, jump, hold, jump, jump. b) Students listen and learn the lyrics to <u>Jump Jim Crow</u>. c) Form a double circle, partners facing with both hands joined. d) Teach the figures of the dance <u>Jump Jim Crow</u>.	Work in two's - use instruments. Have one student play for the other. Opportunity to rest.
4. <u>Closing Activity</u> Repeat the dance with music and without interruption.	

C. Trolka

Level: Grades 4 - 6

Theme: Folk Dances using running skills or Russian Folk Dance

Concepts: Running skills - light movements, combination of movements
running and stamping

Learning Objectives: The student will demonstrate the ability to:

1. run in time with the music;
2. move lightly and gracefully;
3. work in a group of three.

Teaching Objective: To teach the dance Trolka.

Equipment: Record player, music for exercises, dance music.

Lesson Content	Teaching Notes
1. <u>Introduction</u> (approximately 2 min.) Partner Activity - "Over and Under." One person assumes different positions and the other person moves under, over or around. Reverse positions.	Encourage students to move as quickly as possible. Challenge them to see how many times they can go over, under, etc., in a given time.
2. <u>Whole Body Movement</u> (approximately 4-6 min.) Exercises to music: - arm circles - bend and stretch - knee hug - treadmill - trunk twister	Use exercises of your choice; be sure to include one for each body area. Movement should be continuous. Allow the students to help lead the routine.

3. Skill Instruction and Practice
(approximately 20 min.)

- a) Practice different ways of running
- legs stretched
 - knees high
 - on toes, heels, etc.

- b) Practice movement combinations
- walking and running
 - running and stamping
 - running and changing directions

- c) Have students run with a partner, in sets of three and four.

- d) In sets of three, students form a circle.

- e) Teach the figures to the dance Trolka.

Tiring - so keep it brief!

Emphasize quality of movement and smoothness from one movement to another.

Use music to the dance Trolka. Students should keep in time to the music.

Fast moving dance; emphasize light running steps.

4. Closing Activity

Repeat dance if students are not too tired or review a dance with a slower rhythm previously taught.

D. Chekessla

Level: Grades 4 - 6

Theme: Israeli dances, folk dances using the grapevine.

Concepts: An understanding of how to do a grapevine step.

Learning Objectives: The student will demonstrate the ability to:

1. perform a grapevine step;
2. recognize Israeli music.

Teaching Objective: To teach the dance Cherkessia.

Equipment: Record player, dance music.

Lesson Content	Teaching Notes												
1. <u>Introductory Activity</u> (approximately 2 min.) Review dances from previous classes or have children do free movement to music.	Use the dance music to <u>Cherkessia</u> .												
2. <u>Whole Body Movement</u> (approximately 4-6 min.) a) Practice locomotor movements and assuming a pose on signal. <table><tr><td><u>Locomotor Movements</u></td><td><u>Poses</u></td></tr><tr><td>1. walk</td><td>1. balance</td></tr><tr><td>2. run</td><td>2. stretch</td></tr><tr><td>3. skip</td><td>3. curl</td></tr><tr><td>4. hop</td><td>4. bridge</td></tr><tr><td>5. jump</td><td>5. twist</td></tr></table> b) Straddle Tag - game	<u>Locomotor Movements</u>	<u>Poses</u>	1. walk	1. balance	2. run	2. stretch	3. skip	3. curl	4. hop	4. bridge	5. jump	5. twist	Emphasize good body control, stopping quickly and making a good, strong body pose. Encourage creativity in poses. Emphasize the importance of moving into open spaces.
<u>Locomotor Movements</u>	<u>Poses</u>												
1. walk	1. balance												
2. run	2. stretch												
3. skip	3. curl												
4. hop	4. bridge												
5. jump	5. twist												
3. <u>Skill Instruction and Practice</u> (approximately 20 min.) a) Demonstration and practice of the grapevine step. - cue words: "In front and behind and" - marking time - beginning with right foot. When everyone is relaxed and moving together begin the	Students are in scatter formation with teacher leading in front. Students form a circle. Right foot is placed slightly in front of left - let right knee "sag."												

grapevine step slowly moving to the left. Increase speed gradually. - break into small groups and repeat as above. b) When everyone has had sufficient practice, learn the figures of the dance <u>Cherkessia</u> .	Use music. Form one large single circle.
4. <u>Closing Activity</u> Repeat dance without interruptions.	

E. Korobushka

Level: Grades 7 - 12

Concepts: Rhythmic movement, schottische step.

Learning Objective: The student will demonstrate the ability to perform the schottische step.

Teaching Objective: To teach the dance Korobushka.

Equipment: Califone (record player), balls, recording of dance Korobushka.

Lesson Content	Teaching Notes
1. <u>Introductory Activity</u> (approximately 3-5 min.) Free dribbling with balls.	Have music of dance <u>Korobushka</u> playing.

2. <u>Whole Body Movement</u> (approximately 5-7 min.) Dribble balls to music. Concentrate on a bounce-catch sequence with tempo of music.	Children work in pairs. Look for the "bounce-bounce-bounce-catch" rhythm (1-2-3 hop rhythm of schottische step).
3. <u>Skill Instruction and Practice</u> (approximately 20 min.) a) Refine dribbling to desired sequence (1, 2, 3 catch). b) Students move without balls to same rhythmic sequence. Practice this with music. c) Teach "across-apart-together step sequence. d) Teach figures of dance <u>Korobushka</u>.	Have demonstrations by students who have developed right sequence. "Bounce-bounce-bounce-catch" now becomes "step-step-step-hop" (schottische step). Link this step to end of schottische step.
4. <u>Closing Activity</u> Do the <u>Korobushka</u> all the way through with music.	

F. Doudlebska Polka

Level: Grades 7 - 12

Concepts: Polka Step

Learning Objective: The student will demonstrate the ability to perform a polka step.

Teaching Objective: To teach the dance Doudlebska Polka.

Equipment: Callifone (record player), recording of Doudlebska Polka, colored flags.

Lesson Content	Teaching Notes
1. <u>Introductory Activity</u> (approximately 3-5 min.) Review dances learned previous class or a game of color tag.	Each student has a flag; the objective is to get as many of the flags as possible, without losing your own flag.
2. <u>Whole Body Movement</u> (approximately 5-7 min.) a) Have students gallop around the gym. b) Lead with same foot for three gallops then switch to other foot for three gallops. c) Repeat above using two gallops with a "hiccup" in between. d) Use this sequence holding partner's hand.	Use music to <u>Doudlebska Polka</u>. *Lead with same foot in front. This tiring activity requires a quick change of pace. This is a facsimile of a polka step.
3. <u>Skill Instruction and Practice</u> (approximately 20 min.) a) Place partners in double circle formation - partners side by side. b) Have students do sixteen polka steps around circle. c) Teach the final figures of the dance as per choreography.	Formation for dance <u>Doudlebska Polka</u>. This is the first part of the dance and important as far as skills are concerned.

4. Closing Activity
(approximately 3-5 min.)

Have students dance the Doudlebska
Polka.

VIII. APPENDIX

A. Record Suppliers

In Manitoba

Ethnic Records, 1084 Main Street, Winnipeg; Telephone 586-4015.

Kepron's, 1151 Sandford, Winnipeg; Telephone 775-5223.

Out of the province

Can.-Ed. Media Ltd., 185 Spadina Avenue, Suite 1, Toronto, Ont., M5T 2C6.

Educational Recordings of America, Inc., Box 6062, Bridgeport, Conn.
03606.

Educational Record Sales, 157 Chambers Street, New York, N. Y., 10007.

Folkcraft, 10 Fenwick Street, Newark, N. J., 07114.

Kimbo Educational Records, Box 55, Deal, N. J., 17723.

Learning Arts, P. O. Box 917, Wichita, Kansas, 67201.

Monitor Recordings Inc., 156 - 5th Avenue, New York, N. Y., 10010.

Radio Corp. of America (R.C.A.), RCA Educational Services, RCA
Service Co., Camden, N. J., 08108.

Stanley Bowman Co., 4 Broadway, Valhalla, N. Y., 10595.

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